

## WHITEHALL ELEMENTARY

702 Whitehall Road  
Anderson, South Carolina 29625

**GRADES** K-5 Elementary School

**ENROLLMENT** 467 Students

**PRINCIPAL** Kevin Snow 864-260-5255

**SUPERINTENDENT** Betty T. Bagley 864-260-5000

**BOARD CHAIR** Dr. William Mack Burriss 864-224-6384

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	44	53	3	0

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Good	Yes

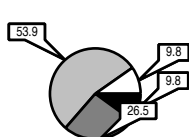
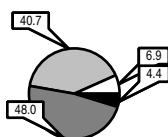
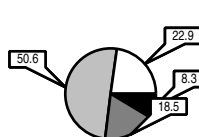
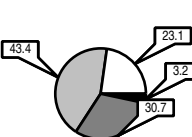
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	236	99.6	6.4	40.9	48.3	4.4	63.5	Yes	Yes
<b>Gender</b>									
Male	138	99.3	7.2	40.8	49.6	2.4	63.2		
Female	98	100.0	5.1	41.0	46.2	7.7	64.1		
<b>Racial/Ethnic Group</b>									
White	133	99.3	5.0	34.5	55.5	5.0	72.3	Yes	Yes
African-American	98	100.0	8.9	50.6	36.7	3.8	49.4	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	177	100.0	4.6	37.7	52.3	5.3	74.8		
Disabled	59	98.3	11.5	50.0	36.5	1.9	30.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	236	99.6	6.4	40.9	48.3	4.4	63.5		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	234	99.6	6.5	40.3	48.8	4.5	63.7		
<b>Socio-Economic Status</b>									
Subsidized meals	147	99.3	10.3	47.9	39.3	2.6	52.1	Yes	Yes
Full-pay meals	89	100.0	1.2	31.4	60.5	7.0	79.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	236	100.0	9.8	53.9	26.5	9.8	48.5	Yes	Yes
<b>Gender</b>									
Male	138	100.0	11.1	49.2	26.2	13.5	50.8		
Female	98	100.0	7.7	61.5	26.9	3.8	44.9		
<b>Racial/Ethnic Group</b>									
White	133	100.0	6.7	47.5	30.0	15.8	61.7	Yes	Yes
African-American	98	100.0	12.7	65.8	20.3	1.3	29.1	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	177	100.0	4.6	49.7	33.8	11.9	58.3		
Disabled	59	100.0	24.5	66.0	5.7	3.8	20.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	236	100.0	9.8	53.9	26.5	9.8	48.5		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	234	100.0	8.9	54.5	26.7	9.9	49.0		
<b>Socio-Economic Status</b>									
Subsidized meals	147	100.0	11.9	62.7	18.6	6.8	37.3	Yes	Yes
Full-pay meals	89	100.0	7.0	41.9	37.2	14.0	64.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	92	98.9	9.9	43.2	40.7	6.2	46.9
	<b>Grade 4</b>	78	100.0	11.6	42.0	46.4	N/A	46.4
	<b>Grade 5</b>	92	100.0	12.7	50.6	34.2	2.5	36.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	82	98.8	7.8	29.9	51.9	10.4	62.3
	<b>Grade 4</b>	87	100.0	9.0	57.7	32.1	1.3	33.3
	<b>Grade 5</b>	67	100.0	6.5	54.8	38.7	N/A	38.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	92	100.0	17.3	51.9	22.2	8.6	30.9
	<b>Grade 4</b>	78	100.0	8.7	46.4	27.5	17.4	44.9
	<b>Grade 5</b>	92	100.0	16.5	51.9	22.8	8.9	31.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	82	100.0	11.5	59.0	21.8	7.7	29.5
	<b>Grade 4</b>	87	100.0	10.3	56.4	20.5	12.8	33.3
	<b>Grade 5</b>	67	100.0	12.9	46.8	32.3	8.1	40.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 467)				
First graders who attended full-day kindergarten	93.6%	N/C	100.0%	100.0%
Retention rate	4.2%	Down from 4.4%	3.2%	2.7%
Attendance rate	96.8%	Up from 95.9%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	16.2%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	15.7%		3.9%	3.5%
Eligible for gifted and talented	12.6%	Down from 18.9%	12.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.6%	Up from 14.1%	9.5%	8.2%
Older than usual for grade	0.6%	Up from 0.2%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.7%	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	45.7%	Up from 45.0%	48.6%	51.4%
Continuing contract teachers	91.4%	Up from 80.0%	87.5%	87.5%
Highly qualified teachers**	94.1%	N/A	96.0%	95.0%
Teachers with emergency or provisional certificates	3.1%		0.0%	0.0%
Teachers returning from previous year	82.2%	Down from 90.0%	86.5%	86.7%
Teacher attendance rate	94.6%	Down from 95.2%	94.5%	94.9%
Average teacher salary	\$40,796	Up 0.1%	\$40,082	\$40,760
Prof. development days/teacher	15.7 days	Up from 12.6 days	13.5 days	12.4 days

School				
Principal's years at school	1.0	Down from 2.0	3.5	4.0
Student-teacher ratio in core subjects	19.0 to 1	No change	18.7 to 1	18.9 to 1
Prime instructional time	90.3%	Up from 89.5%	89.2%	90.0%
Dollars spent per pupil*	\$6,948	Up 3.1%	\$5,858	\$6,044
Percent of expenditures for teacher salaries*	65.4%	Down from 67.0%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	96.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Whitehall Elementary School prides itself in serving each child according to his or her needs. Our school is a community school and our student population mirrors that of the community. We believe that diversity is a strength, and we teach our students to recognize and respect their own and other's talents, skills, and cultural backgrounds.

During the 2003-2004 year, Whitehall Elementary served over 480 students in kindergarten through fifth grade. We housed two emotionally disabled classes. Approximately 60% of our students qualified for free or reduced lunch. The Annual School Report Card issued by the State Department of Education (SDE), indicated student achievement in math and reading at Whitehall Elementary exceeded the average when compared to other schools like ours in South Carolina.

Whitehall Elementary has been recognized as a "Red Carpet School" by the SDE for its family-friendly environment where parents and the community are welcomed as our partners in education. We firmly believe that they are essential to the success of students and the school. Parents are strongly encouraged to be involved in programs and activities that enhance the educational experiences of their children.

We continue to work toward our goal of providing a rigorous yet balanced education for every student. To meet this goal, we have focused on writing instruction, the use of leveled texts in reading to allow for continuous assessment and instruction that challenges every student, and flexible regrouping to provide targeted remediation and challenging instruction across all grades. "SOAR to Success," a program to improve reading comprehension in grades three through five supports the instructional program. "Strength Teaching" in fifth grade helps prepare students for middle school. In addition, we offer academic activities for students before and after school.

Whitehall students have been involved with projects that connect learning with real-life experiences. Through a partnership with People's Bank, a student-run bank taught students the value of saving money. In the spring of 2004, our science club, the Planeteers, helped build a Carolina Fence Garden on the eastern end of the campus. In addition, an outdoor learning lab was developed through the collaborative efforts of students, parents, school and district staff, business partners, and the community to extend learning beyond the classroom.

A number of students, staff, and parents received special recognition during the 2003-2004 school year. The Planeteers Club was recognized by the SDE for its service to the school and community in the areas of conservation and recycling. Our Science Specialist was awarded a \$1200 Palmetto Pride grant that helped build a Carolina Fence Garden. Five students received gold or silver awards at the regional science fair held at Clemson University. Our PTO president received the Volunteer Service to the Child Award from Foothills United Way.

Whitehall Elementary is a school where "Learning is an Adventure and Character Counts!"

Kevin Snow, Principal

Angela Madden, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	63	64
Percent satisfied with learning environment	100.0%	96.8%	96.8%
Percent satisfied with social and physical environment	100.0%	95.2%	95.3%
Percent satisfied with home-school relations	94.4%	95.2%	82.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.